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ABSTRACT

This report of the Committee on the Study of Undergraduate Education in Illinois focuses on: student preparation and remediation; student achievement and scholarship and general education; and faculty and excellence in teaching. The committee, which was composed of policymakers, administrators, faculty, and students, established statewide policy goals and directions. Recommendations include: colleges should inform potential students and schools of the necessary academic preparation and should help strengthen the preparation of high school students; colleges should establish criteria for provisional admission to baccalaureate and baccalaureate transfer programs; remedial coursework should be provided in writing, reading, and mathematics; colleges should define objectives of general education and expectations for the development of baccalaureate-level skills, as well as time frames for students to meet these objectives; colleges should assure that faculty assignments reflect the importance of undergraduate instruction; and planning and resource allocation should emphasize the improvement of the quality of undergraduate instruction. (SW)

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STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

UNDERGRADUATE EDUCATION

REPORT OF THE COMMITTEE ON THE STUDY OF UNDERGRADUATE EDUCATION

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REPORT OF THE COMMITTEE ON THE STUDY OF UNDERGRADUATE EDUCATION

Adopted by the
ILLINOIS BOARD OF HIGHER EDUCATION
September 3, 1986

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PREFACE

The Illinois Board of Higher Education approved the Report of the Committee on the Study of Undergraduate Education and adopted the recommendations contained therein on September 3, 1986. The report calls for a renewed commitment to undergraduate education in Illinois colleges and universities and provides statewide policy goals and directions supporting this commitment.

Illinois is served by over 200 colleges and universities that provide diverse opportunities for personal advancement and enrichment to the citizens of the state. During the 1980's, Illinois public universities, community colleges and private institutions enrolled an average of 630,000 undergraduate students each year. However, the importance of undergraduate education goes beyond the numbers of students served. The individuals who benefit directly from undergraduate programs also contribute to the social, cultural and economic well-being of the state. Thus, the availability, diversity, and quality of undergraduate education in Illinois are important to all Illinois citizens.

Faculty, students, administrators, and the governing board of each college and university have primary responsibility for continuing efforts to maintain and strengthen the quality of undergraduate education. The Illinois Board of Higher Education will support these efforts as it works with colleges and universities in the development of budget recommendations and in the program review and program approval processes.

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INTRODUCTION

In November 1985, the Illinois Board of Higher Education established the Committee on the Study of Undergraduate Education. The Committee was directed to:

- examine issues and questions related to the maintenance and improvement of the quality of undergraduate education in Illinois;
- identify issues and questions that can be addressed appropriately and effectively by the Board of Higher Education and identify other issues and questions that should be addressed by governing boards and individual institutions;
- seek information to serve as the basis for determining the appropriate action to be taken and for establishing state level priorities;
- determine priorities for action by the Board of Higher Education; and
- present recommendations to the Board of Higher Education for action to be taken to maintain and improve the quality of undergraduate education.

The Committee on the Study of Undergraduate Education was composed of students, faculty, academic administrators, members of boards of trustees of universities and community colleges, and members of the Board of Higher Education. Public universities, public community colleges, and private colleges and universities were represented.

In preparation for the work of the Committee, the staff of the Illinois Board of Higher Education met with small groups of faculty and academic administrators at 18 Illinois colleges and universities during 1985. It was evident from these discussions that Illinois colleges and universities provide excellent opportunities in postsecondary education for a diverse student clientele and that efforts to strengthen and improve undergraduate education were ongoing activities on Illinois campuses. It was also concluded that there were concerns about the quality of undergraduate education that were common to many institutions and that these concerns represent important opportunities for further improving and strengthening undergraduate education. General areas of common concern included student preparation and remediation, student achievement and scholarship and general education, and faculty and excellence in teaching. (A Background Report for the Study of Undergraduate Education in Illinois Colleges and Universities, September 1985).

In addition to the information provided to the Committee based upon meetings with faculty and academic administrators, the Committee received numerous statements on the issues under discussion during its deliberations. Counsel and suggestions were provided by: the Illinois Community College Board, Board of Governors of State Colleges and Universities, Illinois State Scholarship Commission, Board of Regents, City Colleges of Chicago, Illinois Association for Personalized Learning Programs, University of Illinois, Chicago Area Transfer Administrators, Student Advisory Committee and Faculty Advisory Committee of the Illinois Board of Higher Education, and the Illinois Council of Public Community College Presidents. Prior to completing its report to the Board, members of the Committee also had an opportunity to meet and consult with Ernest L. Boyer, President of the Carnegie Foundation for the Advancement of Teaching.

Throughout its deliberations, the Committee recognized the central role of individual institutions in maintaining and strengthening the quality of undergraduate education. Colleges and universities have significant capacity for self-improvement, and important and lasting changes can be accomplished only through the commitment of faculty, campus and academic unit administrators, and students. This capacity for constructive change is clearly evident on the campuses of Illinois colleges and universities where efforts to address quality issues are an ongoing part of campus life. However, consideration of issues related to the quality of undergraduate education at the statewide level is appropriate because of the relationship of education to the social, cultural and economic well-being of the state and its citizens. Therefore, the Committee sought to achieve an appropriate balance between providing guidance for addressing issues related to undergraduate education and protecting the autonomy of institutions and their faculties. The Committee concluded that faculty, students, administrators, and the governing board of each college and university have primary responsibility for continuing efforts to maintain and strengthen the quality of undergraduate education. Further, cooperative efforts among colleges and universities, the Board of Higher Education, and State government are required to develop and secure the means to achieve this objective.

STUDENT PREPARATION AND REMEDIATION

In recent years, there has been an increasing awareness of the relationships among the levels and sectors of education. This view of education as an interdependent system - incorporating elementary, secondary, and postsecondary levels - provides the context for a better understanding of educational issues and for the development of cooperative efforts to strengthen the system as a whole. Concerns about the preparation of students for college-level work are common to both higher education and the schools, and were identified as priority issues to be addressed by the Committee.

Many students are well prepared to pursue college-level work, and most students progress well in baccalaureate studies. However, some students entering college have inadequate skills in writing, reading and mathematics, and too many do not have a common core of knowledge upon which their college curriculum can be based. In addition, there is a considerable range in basic skills preparation of entering students that adds complexity to addressing this concern. Even relatively selective institutions face problems with students who have deficiencies in a specific skill but are otherwise qualified for college-level work. While these problems must be addressed through improved student preparation and maintaining high expectations for academic performance, it is also recognized that access to the opportunities of higher education must be maintained and that means for students to correct deficiencies in preparation should be available. Further, it is essential to promote the success of students admitted to colleges and universities and to work with elementary and secondary schools in improving the preparation of students.

The effect of college and university admission requirements on the high school curriculum is an example of the relationship between the levels of education. In November 1985, after two years of study, the Illinois Board of Higher Education adopted minimum course-specific requirements for admission to baccalaureate degree programs at public universities and for admission to baccalaureate transfer programs at community colleges. (Minimum Preparation and Admission Requirements for Baccalaureate Degree Programs, November 1985.) The minimum admission requirements were adopted both to provide a clear and consistent description of what is expected of high school students who are interested in preparing for baccalaureate degree programs and to provide a basis for secondary and postsecondary institutions to work together in improving that preparation.

Efforts to improve the preparation of students for college-level work and to smooth the transition from high school to college should be continued and expanded. In addition, colleges and universities should assist in improving the preparation of students by informing

potential students, parents and schools of expectations for adequate academic preparation, and by assisting elementary and secondary schools in strengthening the preparation of students. Information provided to students and their parents should not only provide guidance for preparation for postsecondary education, but should also assist them in selecting the institution that best meets their needs and interests. Elementary and secondary schools and colleges and universities should seek opportunities to strengthen the educational system through cooperative efforts.

In conjunction with the adoption of minimum admissions requirements for baccalaureate programs, the Board determined that colleges and universities should develop provisional admission policies to assure access to the opportunities provided by higher education. In addressing issues related to student preparation, the Committee developed recommendations intended to provide guidance to institutions in the development of these policies. In view of the diversity of missions and differences in the types of students served, the Committee concluded that each college and university should establish specific criteria for provisional admission to baccalaureate and baccalaureate transfer programs of applicants who do not meet minimum high school course requirements and any other institutional requirements for regular admission. Policies and procedures for provisional admission should be reported to the Board of Higher Education by June 1, 1987 and should be updated as necessary thereafter.

To maintain access to higher education, institutions need to continue to provide opportunities to applicants who did not have an opportunity to complete the minimum college preparatory coursework in high school (including applicants who graduate from high school prior to implementation of the requirements and those whose high schools were unable to provide the college preparatory curriculum) and to educationally disadvantaged applicants who are admitted to formally organized special assistance programs. However, institutions should provisionally admit only those students who have a reasonable probability of success. Recognizing that the responsibility for success in undergraduate education is shared by the student and the institution, the Committee concluded that colleges and universities should assure that the needs of all students are identified through appropriate assessment programs and that the support services and remedial courses needed to maximize student success are provided. Further, students should be made aware of the responsibility they have for their own educational progress. Finally, the Committee concluded that provisionally admitted students should have the same rights and responsibilities as regularly admitted students including access to academic support services and financial assistance programs.

The Committee concluded that institutions should assure that the progress of individual students is monitored and that students receive regular advising. Further, colleges and universities should regularly

collect data on student progress, completion and retention. This information should serve as the basis for regular review and improvement of the undergraduate curriculum and support services. Further, the Committee recommended that institutional and statewide trends in student progress, completion and retention should be examined by the Board of Higher Education. Based on these analyses, the Board of Higher Education may recommend that steps be taken to make assessment and remedial programs more effective or to develop revised standards for provisional admission.

The adoption of minimum admission requirements also led to the Committee's reconsideration of policies on remediation. School reform initiatives and expanded cooperative efforts to improve preparation among elementary and secondary schools, colleges and universities will eventually result in a reduction of the need for remedial coursework and coursework taken to address course deficiencies. However, opportunities for students to correct deficiencies in preparation should be available when needs are identified. Existing policy on remediation in postsecondary education, adopted by the Board of Higher Education in 1978 and revised in 1979, addresses three major objectives: improving basic skills preparation in elementary and secondary schools; placing principal responsibility for providing remediation with the community colleges and reducing remedial offerings provided by public universities; and eliminating the award of credit toward graduation for remedial courses.

A distinction should be made between deficiencies in skills in writing, reading and mathematics and the lack of specific coursework required for admission, although individual students may need improvement in either or both areas. The Committee concluded that the term "remediation" should refer to coursework that is designed to correct deficiencies in skills in writing, reading and mathematics that are essential for college study. Students with deficiencies in these areas need to improve these skills before substantial college-level work is attempted, but consistent with existing policy, no credit toward degree completion should be granted for remedial coursework.

Community colleges, currently the principal providers of remedial education, have a cadre of expert instructors who have developed effective approaches to assist students in the improvement of skills needed for college-level work. The Committee concluded that a majority of remedial coursework should continue to be provided by community colleges. In addition, duplication of services would be minimized if cooperative arrangements between community colleges and universities were established to provide remedial coursework to university students. The Committee also concluded that colleges and universities should provide recognition to faculty involved in remedial programs and academic support services and encourage the application of new technologies and research in learning and skill development that serve to enhance work in these areas.

Students who have not completed all courses required for college or university admission may be considered to be lacking the "common core" of knowledge upon which the college curriculum, particularly the general education component, is based. Colleges and universities should define coursework that is to be required of provisionally admitted students who do not complete the statewide minimum high school subject requirements for admission and who are not able to demonstrate proficiency in these areas. Because these courses represent the foundation for baccalaureate general education, the Committee concluded that credit for these required courses should not be used to meet general education requirements.

To further cooperative efforts between colleges and universities and high schools to improve the preparation of students for college, the Committee concluded that a statewide system for gathering information about remedial enrollments and provisionally admitted students should be established by the Illinois Board of Higher Education in cooperation with colleges and universities. This information system would be used to inform high schools and the State Board of Education of the need for remedial coursework and coursework to address deficiencies in preparation among high school graduates, and to provide the basis for cooperative efforts between schools, and colleges and universities to strengthen the preparation of students.

STUDENT ACHIEVEMENT AND SCHOLARSHIP AND GENERAL EDUCATION

While recognizing the overall high quality of undergraduate education in Illinois, the Committee believed there are opportunities to strengthen and improve undergraduate instruction. The Committee examined several issues related to student achievement and scholarship and general education including the relative importance placed on undergraduate teaching by institutions and faculty, factors affecting the quality of instruction, student commitment to achievement and scholarship, the development of baccalaureate-level skills, and the importance of the general education component of the curriculum.

The role of the Board of Higher Education in addressing these concerns is to establish policy goals, to bring these goals to the attention of the higher education community and the general public, and to support institutional initiatives directed toward meeting these goals. The Committee concluded that promoting excellence in undergraduate teaching is a primary means of improving undergraduate education. The considerations and conclusions of the Committee related to this goal are included in the following section of this report. In addition to the goal of promoting excellence in undergraduate teaching, the Committee identified the following statewide goals for improving undergraduate education:

- increasing the interaction of faculty with students in scholarly and community service activities

  (e.g., increasing the amount of attention that faculty can give to individual students in lower division courses and required advising; and expanding opportunities for students to work with faculty in research and community service projects);

- enhancing student commitment to learning and academic achievement

  (e.g., raising the expectations for student performance in individual courses and across the curriculum while improving support for students who are not performing well; expanding challenges to students to achieve academically and increasing the recognition of students who perform well; eliminating alternatives that represent an "easy way out"; and expanding opportunities for undergraduate students to participate in research, professional associations, and business and industry); and

- emphasizing the centrality of general education and the liberal arts and sciences in baccalaureate education

(e.g., clarifying and communicating the objectives of the general education curriculum; increasing the participation of experienced faculty in teaching general education courses; and developing minors and concentrations in the liberal arts and sciences for majors in professional disciplines and minors and concentrations for liberal arts and sciences majors that expand professional options).

Further, the Committee concluded that the Board of Higher Education should give priority to these goals in the statewide process of program approval, program review and budget development. Through these processes, colleges and universities identify objectives to be addressed and establish priorities that are consistent with institutional missions and needs, develop programs to meet these objectives, and identify the resources needed to support these programs. The Board of Higher Education's statewide goals and policy directions serve as guidelines and provide decision criteria for the Board in the consideration of new program requests, in the review of existing programs, and in the development of budget recommendations for higher education.

The priorities established by the Committee address the formal aspects of undergraduate education. It was noted that what happens outside of the classroom has an important effect on the undergraduate experience. Colleges and universities have a special challenge to provide a sense of community and a learning environment to all undergraduate students.

General education and the development of baccalaureate-level skills are central to undergraduate education. General education may be considered the breadth component of the curriculum and provides students with exposure to the content, traditions, and methods of the liberal arts and sciences disciplines. In addition, general education should emphasize the development of language as an enabling skill by which all other subjects are pursued. Further, the general education curriculum should provide opportunities for developing an understanding of world problems and civic responsibility through integration and application of the concepts and values drawn from the liberal arts and sciences disciplines. Baccalaureate-level skills are those skills (including communication, mathematical, critical thinking and analytical skills) that students need to participate and advance in college-level work. Expectations for student performance and achievement in these areas should be consistent with the individual institution's mission and priorities.

Recognizing the diversity of colleges and universities, the Committee concluded that each institution should define the objectives of its general education curriculum and expectations for the development of baccalaureate-level skills. Further, the Committee concluded that institutions should establish time frames for students to meet these

objectives and expectations and that students should be made aware of their responsibilities for achievement. In addition, institutions should emphatically communicate to students, particularly through the advising process, the importance of general education and the development of baccalaureate-level skills. It was noted that while orientation programs are important in smoothing the transition from high school to college, they also provide an opportunity to communicate the importance of general education to new students.

Many Illinois students receive the first two years of their college education, including the general education component of their studies, through baccalaureate transfer programs provided by community colleges. Considerable progress has been made in eliminating articulation and transfer problems through the efforts of the Illinois Community College Board, the Transfer Coordinators of Illinois Colleges and Universities (representing all public community colleges and universities and many private institutions), and individual community colleges and universities. Although the majority of community college students transfer successfully to senior institutions, some students experience difficulties in the transfer of credit for specific coursework. These problems may be associated with changes in general education requirements by senior institutions or the course requirements of specific majors. Problems also arise when students change their educational objectives or do not receive adequate advising. Continuing efforts are needed to strengthen communication and cooperation between universities and community colleges, particularly regarding changes in general education and major course requirements. In addition, both community colleges and universities should expand efforts to communicate with students and assure that students intending to transfer receive appropriate advising.

A program review process has been established in Illinois public colleges and universities that has proven to be an effective means of identifying concerns and making significant improvements in the quality of academic programs. However, the existing program review process focuses on the major or depth component of the curriculum and does not include a comprehensive evaluation of general education and the development of baccalaureate-level skills.

The Committee concluded that a new dimension in program review should be established, providing for a separate and comprehensive review of undergraduate education focusing on general education and the development of baccalaureate-level skills and emphasizing assessment of student progress. This review process should be incorporated into IBHE's Resource Allocation and Management Plan (RAMP) process and provide for consideration of both qualitative and quantitative information in a comprehensive review of these areas. Institutions would be expected to examine the objectives of general education, the achievement of baccalaureate-level skills, the resources committed to these components of the undergraduate curriculum, the progress of cohorts of students, comparisons of student achievement among cohorts, and identification of curricular strengths and weaknesses.

Assessment of student progress is an essential component of the review of general education and the development of baccalaureate-level skills. Further, no single assessment program will be appropriate for all colleges and universities given the differences in mission and purposes among institutions. Therefore, the Committee concluded that each institution should develop appropriate means to assess student progress in meeting the objectives of general education and the development of baccalaureate-level skills and incorporate the results of assessment in the reviews of these areas. It is expected that colleges and universities will assess student progress at appropriate intervals and assure that assessment programs reinforce the maintenance of academic standards.

As part of its statutory responsibility for program review, the Board of Higher Education will examine and report on the results of institutional reviews of general education and the development of baccalaureate-level skills. It is expected that at the outset, the Board of Higher Education will examine and provide descriptive reports on the process of review of general education and the development of baccalaureate-level skills, the development of assessment programs, and the improvements made by institutions as a result of the review. The Committee recommended that the Board staff work with institutions during the 1986-1987 academic year, as the review process is developed and refined, to identify measures that may be used to analyze student achievement from a statewide perspective.

In order to assure that appropriate attention is directed toward maintaining and improving the quality of undergraduate education, the Committee concluded that policies and procedures used at the statewide level in budget development and in program approval and review should be regularly examined to assure that appropriate incentives are provided to improve undergraduate education.

FACULTY AND EXCELLENCE IN TEACHING

The development and implementation of initiatives to improve undergraduate education, and the ultimate success of these efforts, depend largely on the expertise and leadership of faculty at individual institutions. In considering the role of faculty in improving instruction and student performance, the Committee addressed several concerns: the recognition of faculty contributions to undergraduate instruction, support for improvement of instruction, preparation for teaching, the availability of opportunities to improve teaching skills, and integration of baccalaureate-level skills in instruction across the curriculum.

Because efforts to strengthen undergraduate education depend on the leadership and expertise of the faculty, it is essential that the importance of undergraduate education be explicitly reflected in institutional policies and practices related to the faculty. The Committee concluded that colleges and universities should assure that the teaching of undergraduates is recognized through formal acknowledgement of outstanding contributions and through criteria used in salary, promotion and tenure decisions.

Recognizing that there are multiple aspects to the mission of institutions and the roles of faculty within institutions, the Committee concluded that colleges and universities can demonstrate the importance of undergraduate education by assuring that faculty assignments reflect an appropriate balance between undergraduate instruction and graduate instruction, research and public service. Further, the Committee concluded that this balance should include the use of the institutions' best and most experienced teachers in undergraduate courses, particularly lower-division courses. It is difficult to convince students of the importance of undergraduate instruction if faculty efforts do not reflect this priority. Providing opportunities for undergraduate students to participate in classes with an institution's best and most experienced faculty and to identify mentors from this group is an important means of fostering a commitment to learning.

The Committee also concluded that planning and resource allocation priorities at all levels within higher education should emphasize the improvement of the quality of undergraduate instruction and should provide incentives to improve instruction in two principal ways: promotion of excellence in teaching and providing faculty with opportunities for growth and development.

The strength of the members of the faculty lies in their academic expertise and in their ability to impart knowledge and understanding through excellent teaching. However, the traditional preparation for

academic careers focuses on the discipline and emphasizes research rather than teaching. The Committee concluded that colleges and universities should assure that faculty members are well prepared to teach. Special efforts should be made to emphasize the importance of excellence in teaching in orientation programs for new faculty; to expand the formal training of teaching assistants in the development of teaching skills; to ensure that all classroom instructors have acquired proficiency in the English language and provide support to instructors who need to improve language skills prior to their participation in classroom instruction; and to integrate part-time faculty into the academic processes of the institution.

Considerable emphasis is placed on the need for faculty members to participate in research and scholarly activities in order to renew and extend their knowledge and skills in their fields. In addition, opportunities for faculty to grow and develop in their instructional roles are central to the improvement of undergraduate education. For example, colleges and universities can support the improvement of instruction by: supporting instructional research and development; linking the objectives of sabbaticals and departmental research to the improvement of instruction; expanding opportunities for students to work directly with faculty in research and community service activities; and improving instructional support systems, including access to instructional technology and assistance in curriculum development. In addition, The Committee noted that continuing evaluation that is not linked to personnel decisions is an effective method of improving instruction and faculty should be encouraged to seek feedback from students and peers as a basis for improving teaching. The Committee concluded that faculty and their institutions should jointly develop the means to support course development and the improvement of instructional strategies; and to expand opportunities for formal and informal feedback from peers and students.

Noting that the development of skills in communications, mathematics, critical thinking, and analysis is a priority for improving undergraduate education, the Committee concluded that faculty initiatives to incorporate the development of baccalaureate-level skills across the undergraduate curriculum should be encouraged and supported.

The principal purpose of program review is the improvement of academic programs. The Committee concluded that because faculty play a key role in program improvement, policies and practices affecting faculty should be examined in the program review process. In program reviews, particular attention should be directed to recognition of instructional contributions of faculty, resource allocations supporting improvement of instruction, preparation of faculty for teaching, and the availability of opportunities for improvement of instruction.

RECOMMENDATIONS

The Committee on the Study of Undergraduate Education examined three general areas of common concern regarding the quality of undergraduate education in Illinois: student preparation and remediation, student achievement and scholarship and general education, and faculty and excellence in teaching. In addressing these concerns, the Committee focused on the identification of statewide goals and policy directions and on providing flexibility to institutions in responding to these goals.

The following recommendations were developed by the Committee on the Study of Undergraduate Education:

1. Faculty, students, administrators, and the governing board of each college and university have primary responsibility for continuing efforts to maintain and strengthen the quality of undergraduate education. Developing and securing the means to achieve this objective must be a cooperative effort among colleges and universities, the Illinois Board of Higher Education, and state government.

Recommendations on Student Preparation and Remediation

2. Colleges and universities shall assist in improving the preparation of students by informing potential students, parents and schools of expectations for adequate academic preparation, and by assisting schools in strengthening the preparation of high school students.

3. Colleges and universities shall establish specific criteria for provisional admission to baccalaureate and baccalaureate transfer programs of applicants who do not meet minimum high school course requirements and any other institutional requirements for regular admission. Colleges and universities shall report their policies and procedures for provisional admission to the Illinois Board of Higher Education by June 1, 1987.

4. In the development of policies and procedures for provisional admission, colleges and universities should give priority to providing opportunities to: 1) applicants who did not have an opportunity to complete the minimum college preparatory coursework in high school that is required for regular admission, and 2) educationally disadvantaged applicants who are admitted to formally organized special assistance programs that are tailored to the needs of such students.

5. Colleges and universities should assure that the needs of all students are identified through institutionally established assessment programs. The support services (e.g., tutoring, advising, and counseling) and remedial coursework needed to maximize the opportunity for all students to succeed should be provided. Provisionally admitted students shall have the same rights and responsibilities as regularly admitted students, including access to academic and financial support.

6. Colleges and universities should assure that the progress of individual students is monitored and that students receive regular advisement. Colleges and universities shall regularly collect data on progress, completion and retention of all undergraduate students. This information should serve as the basis for regular review and improvement of the undergraduate curriculum and support services. The Board of Higher Education will examine institutional and statewide trends in student progress, completion and retention. Based on these analyses, the Board of Higher Education may recommend that steps be taken to make assessment and remedial programs more effective or to develop revised standards for provisional admission.

7. Remediation at the postsecondary level is coursework that is designed to correct deficiencies in skills in writing, reading and mathematics that are essential for college study. No credit toward degree completion shall be granted for remedial coursework.

8. Community colleges shall continue to be the primary providers of remedial education. Community colleges and universities are encouraged to establish cooperative arrangements to provide remedial coursework to university students with deficiencies in writing, reading and mathematical skills.

9. Colleges and universities should provide recognition and development programs for faculty involved in remedial programs and academic support services and encourage the application of new technologies and research in learning and skill development that enhance work in these areas.

10. Colleges and universities shall define coursework that is required of provisionally admitted students who did not complete the statewide minimum high school subject requirements for admission and who are not able to demonstrate proficiency in these areas. Credit for these required courses shall not be used to meet general education requirements.

11. A statewide system for gathering information about remedial enrollments and provisionally admitted students shall be established by the Illinois Board of Higher Education in cooperation with colleges and universities. This information

system will be used to inform high schools and the State Board of Education of the need for remedial coursework and coursework to address deficiencies in preparation among high school graduates, and will provide the basis for cooperative efforts between schools, and colleges and universities to strengthen the preparation of students.

Recommendations on Student Achievement and Scholarship and General Education

12. In the statewide process of program approval, program review and budget development, the Board of Higher Education will give priority to promoting and strengthening: 1) excellence in undergraduate teaching, 2) interaction of faculty with students in scholarly and community service activities, 3) student commitment to learning and academic achievement, and 4) the centrality of general education and the liberal arts and sciences to baccalaureate education.

13. Colleges and universities shall define the objectives of the general education curriculum and expectations for the development of baccalaureate-level skills, establish time frames for students to meet these objectives and expectations, and communicate to students the rationale for and importance of these objectives and expectations. Student responsibilities in meeting these objectives and expectations should be emphasized in academic advising.

14. Colleges and universities shall conduct regular reviews of undergraduate education with emphasis on general education and the development of baccalaureate-level skills. The findings and conclusions of these reviews shall be reported to the Illinois Board of Higher Education.

15. Each college and university shall assess individual student progress in meeting the objectives of general education and the development of baccalaureate-level skills and incorporate the results of assessment in the reviews of these areas. It is expected that colleges and universities will assess student progress at appropriate intervals and assure that assessment programs reinforce the maintenance of academic standards.

16. In cooperation with colleges and universities, the Illinois Board of Higher Education will identify common elements of campus-level assessments that can be used to monitor statewide trends in student performance and learning.

17. The Illinois Board of Higher Education will regularly examine the policies and procedures used at the statewide level in the development of budgets for public institutions and in its

program approval and review processes to ensure that appropriate incentives are provided to improve undergraduate education.

Recommendations on Faculty and Excellence in Teaching

18. Colleges and universities should assure that the importance of undergraduate teaching is recognized through formal acknowledgement of outstanding contributions and through criteria used in salary, promotion and tenure decisions.

19. Colleges and universities should assure that faculty assignments reflect the importance of undergraduate instruction by maintaining an appropriate balance between undergraduate instruction and graduate instruction, research and public service. This balance would include the use of institutions' best and most experienced teachers in undergraduate courses, particularly lower-division courses.

20. Planning and resource allocation priorities at all levels within higher education should emphasize the improvement of the quality of undergraduate instruction and should provide incentives to improve undergraduate instruction.

21. Colleges and universities should assure that faculty are well prepared to teach. Special efforts should be made in emphasizing the importance of instruction in orientation programs for new faculty, aiding faculty and teaching assistants in the development of teaching skills, and integrating part-time faculty into the academic processes of the institution.

22. Opportunities for faculty to grow and develop in their instructional roles are central to the improvement of undergraduate education. Faculty and their institutions should jointly develop the means to support course development and the improvement of instructional strategies, and to expand opportunities for formal and informal feedback from peers and students.

23. Colleges and universities should encourage and support faculty initiatives to incorporate the development of baccalaureate-level skills (e.g. communication, mathematical, critical thinking, and analytical skills) across the undergraduate curriculum.

24. Because faculty play the key role in program improvement, policies and practices affecting faculty will be examined in the program review process.